Overview

My Records and Information Management unit is charged with development of a beginner records management training program designed to begin bringing us into compliance with state statutory recordkeeping requirements and internal strategic plans. The training is a three-part online series for beginners that prepares them for intermediate/advanced in-person training in March 2017. This plan addresses only the online component and the flagship cohort of ~400 employees.

Needs Assessment Statement

1. *Learner Characteristics*

    - Our flagship cohort includes ~400 employees designated by our oversight Board as being those who handle official recordkeeping copies and therefore need more in-depth training to meet their legal responsibilities.
    - Learners were selected based on their position and/or who they are as an individual in their unit. Beyond initial rollout to this flagship cohort, training will follow positions only and not individuals.
    - Basic Records Management Staff Training is designed to prepare the flagship cohort for intermediate/advanced in-person training in March 2017. Beyond initial rollout, this training will be required for everyone and retooled to reflect shifting focus to new/transferring employees and continuing education.
    - Because the current records management program is only a couple years old, it is assumed that learners come in with no prior knowledge.
    - Learners need to know basic recordkeeping because we're legally mandated to have a records management program complying with state statutes and public records laws. A training component is best practice in the field of records management.
    - Learners reflect the diversity of our employees. This workforce may include all genders, a range of ages, educational, and work experiences, diverse cultural backgrounds and affiliations, and varying English language knowledge and proficiency.

2. *Extant Materials*

    - The current training covers material that will be incorporated into Parts 1 & 2 and two trainings for our oversight board members cover what is now Part 3. Existing trainings are long with extraneous info we will make more concise in the new videos.
    - The National Archives and Records Administration YouTube Channel has useful videos that help illustrate concepts. This will help the designer conceptualize ideas for the training but are too in-depth for learners because they're designed for federal records management personnel.
    - We have some helpful documents on our Intranet site, but the training area will be developed to meet the needs of learners in one stop.

3. *Teacher*

- I will be the teacher because this program is included in my job description and is part of work performance measures. Plans, content, and scripts will be designed and created using Adobe Captivate.

Instructional Goals Statement

1. *Instructional Goals*

- The instruction needs to happen because we're legally mandated to have a records management program and industry best practices include a training component as part of a well-rounded program.
- At the most basic level, we need everyone to know what a record is, why they have to care, what they need to do, and who they ask for help.
- Learners should feel confident that they know the difference between an official recordkeeping copy of a record and a personal or transitory copy.
- They will not throw everything out from lack of knowledge nor keep everything for lack of confidence.
- They will know whether they are keepers of official recordkeeping copies and what to do with those official copies.
- They will know who to ask if they get stuck.

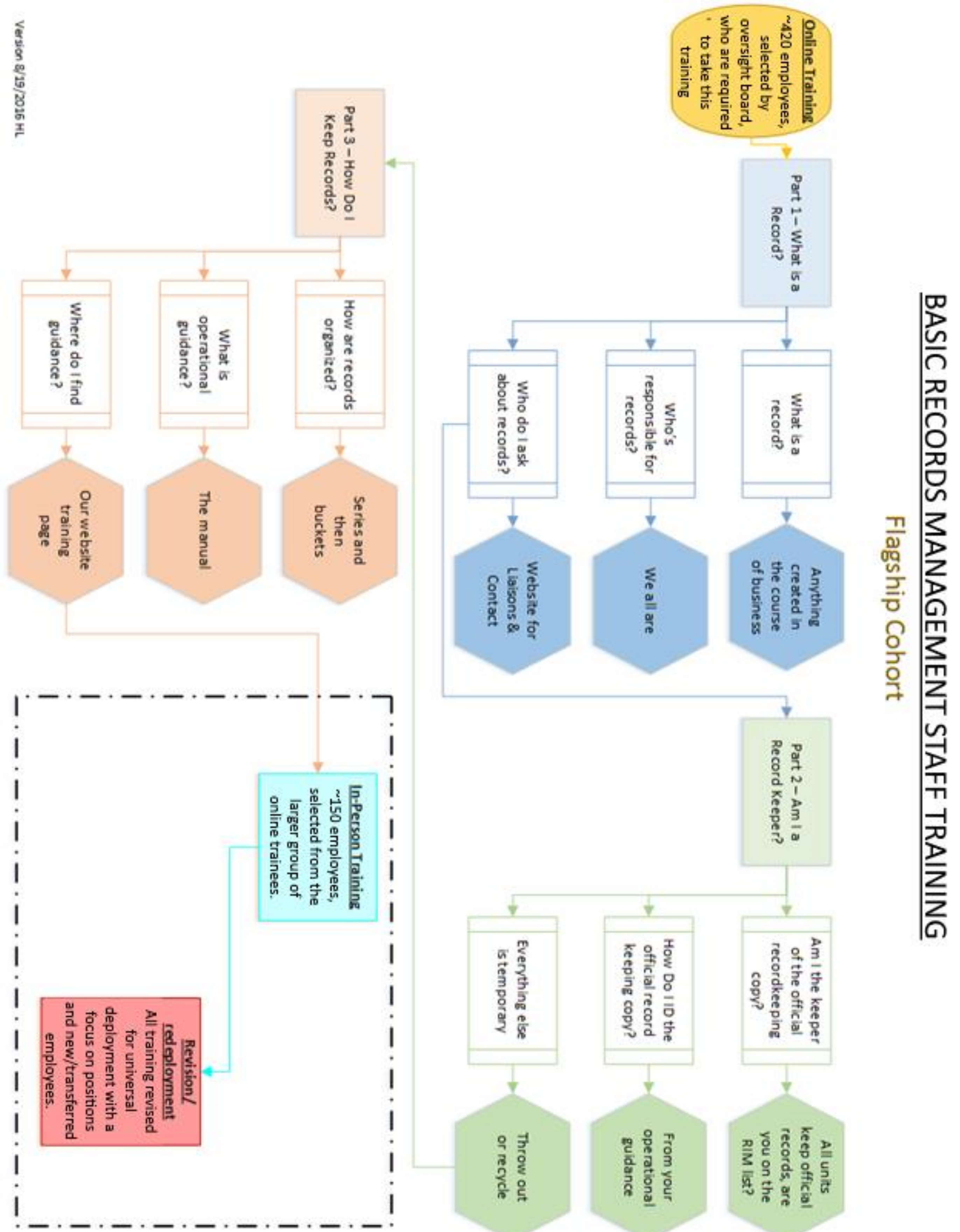
2. *Obtain Consensus on the Goals*

- Consensus was already obtained because the project was already in progress when I was hired and the pace at which we must deliver content is faster than the D4L timeline.
- A draft of training was presented in February 2016 to the oversight board and, based on their initial feedback, the overall training strategy was retooled for the online component with goals and learning outcomes included. They voted to pursue the new strategy in March 2016 after seeing a high-level presentation and draft of Part 3 content (apples to apples with what had been presented in the previous month).
- All decisions about changes to training must be approved by my supervisor. Other unit staff provide continual input. Decisions that impact timelines or delivery methods go back to the oversight board.

3. *Goal Analysis*

- The goals will be measured by a 3-question quiz at the end of each training video that is not graded or tied to job performance measures, but must be answered to register completion and receive a certificate. The level of testing will match the goals.
- Learners should be able to show that they understand the records management program and their role in it.
- Learners should be able to demonstrate that they know what official recordkeeping copies are, whether or not they are the party responsible for keeping official records, and if so, they know which records and how to keep them.
- If they know to go to their RIM Liaison with questions, we'll have done well!

Instructional Analysis: This chart demonstrates the flow of training.



Entry Behavior and Learner Characteristics

- As this is an online training, learners need to have basic knowledge of computers, web browsing, and how to access the intranet, including their username and password.
- The training will be delivered via the LMS, so they will also need to know how to use the LMS to sign up for and take a class, and where to view their training transcript.
- A device with sound is ideal but not all have sound. In an effort to accommodate the greatest diversity of users we'll include searchable transcripts and closed-captioning for those without sound, with a hearing impairment, or those who simply learn better by reading.
- The training website serves as a single point of reference for recordkeepers, which has the dual purpose of collocating materials in one spot. It's also providing examples and text for learners who need real world examples and/or something to read for concepts to stick. Training videos will also be stored here for review if needed.
- Since this mandate includes everyone, from boots on the ground workers up to executive staff, the chief need is time. They don't have a lot and we don't want to waste it.
- Training is meant to introduce key concepts that will lead to more complex activities when they do in-person training, but the initial information dive cannot be too deep too early.
- They may be in the field, so training must be usable on a variety of devices, so they will be built using responsive themes.

Learning Outcomes

1. *What is a Record? Outcomes*

    a. Understand that records are any recorded information created or received in the course of business.
    b. Understand that all employees are legally obligated to manage records.
    c. Navigate to the training site on the intranet.

2. *Am I a Record Keeper? Outcomes*

    a. Understand their recordkeeping responsibilities within their unit.
    b. Identify the official recordkeeping copy of a record for their department/unit.
    c. Know the difference between an official copy and a transitory copy.

3. *How do I Keep Records? Outcomes*

    a. Understand how records are organized into functionally-related groups called buckets.
    b. Identify and understand operational guidance and how we use it to manage buckets of records.
    c. Navigate to the intranet site and find supporting documentation.

4. *Overall Outcomes*

    a. Build confidence in their ability to meet legal record keeping requirements.
    b. Understand their role in records management no more no less.
    c. If they are moving on to in person training, they are prepared to participate.

5. *Measurements*

    a. Level of preparedness and engagement in in-person training increases. We can measure this by keeping track of questions that were answered in online training vs. questions that build on what they learned in online training.
    b. Less basic questions coming into the my unit. We can measure this by keeping track of questions that were answered in online training vs. questions that build on what they learned in online training.
    c. Lower legal risk factors. We can measure this via our relationship with the legal department regarding public records requests. We track non-compliance numbers with our trained liaisons, so those should be lower. Quicker turn-around of records requests is an indicator of well-kept records and can be measured by a greater ratio of regular to extended fulfillments. Anecdotally, we could measure damage control scenarios coming into our unit.

Motivating Learners

1. *Motivation*

    - The training is required by the oversight board who has the authority to enforce it.
    - I am focused on tight, succinct training that saves time and keeps goal points simple and slightly repetitive so they stick, but not so much they're annoyed.
    - Multiple means of access so that there are as few barriers to success as possible.

2. *Objectives*

    - Reduce legal risk by increasing understanding.
    - Reduce costs associated with storage of both physical and electronic records.
    - Increase efficiency by making units more self-sufficient and records easier and quicker to find in response to a request.
    - If we can increase learner confidence in their ability to do this work and help them understand that they're doing it for the greater good, then we've accomplished the mission.

Information Presentation

- Delivery method will be animated voice-over Adobe Captivate units built with a responsive theme. They will include closed-captioning and transcripts for accessibility. They will also include an embedded quiz for concept reinforcement.
- The training center will track and deliver training via their LMS and issue certificates to completers. They will also handle reminder emails and out of compliance notices.

Learner Participation

- Learners will watch 3 online training videos of between 7-8 minutes in length.
- Complete a brief ungraded quiz at the end of each part to demonstrate learning.
- Receive a certificate of completion from the training center at the end of training as a whole.

- We do not have a plan for a community element in the flagship cohort, mainly because the LMS doesn't currently allow it and our intranet is not really designed for interaction. However, we've included this in our future considerations.

Testing/Assessment

- Learners will take a brief ungraded quiz at the end of each part. The quiz is not tied to performance measures, as to do so would require getting the union involved because it has to do with a change in working conditions. They reinforce the concepts and will tell the learner if they got a question wrong, give the right answer, and give unlimited chances to re-answer.

Follow-Through Activities

- Learners have no prior training and we need the flagship cohort data to make an argument for more programmatic elements so that we are able to tie training to outcomes.
- In the pilot we'll invite new and seasoned unit Liaisons, someone from training center, D4L students, faculty and staff to cover both the records management and instructional design angles.
- With the flagship cohort, we'll test their knowledge before and after training, and then a while after training, to see how confidence changes over time, self-rated on a scale.
- The in-person training should be a great opportunity to find out how much they absorbed. We'll observe and take notes for the re-evaluation phase.
- Our staff get the same questions repeatedly; we'll see if that is reduced.
- We'll track liaison non-compliance and regular versus extended request fulfillment as a measure of success.

Learning Objects

- LMS/web-delivered animated slides with voice over lecture that includes closed-captioning. Transcripts will also be available.
- Website with tools mentioned in the training, review videos, transcripts, and contact info.

Formative Evaluation

- Each component will have an ungraded quiz that tests immediate comprehension and, if possible, collect data about attempts to see where we can be clearer in presentation.
- During the pilot phase, reviewers will provide feedback either as records management or instructional design knowledgeable to create a cross-section of feedback to influence the final product.
- Flagship cohort will be given pre-instruction, post-instruction, and long-post-instruction surveys that will test the effectiveness of the training immediately and over time.
- All after-surveys will assess teacher and training material effectiveness and, if not effective, solicit thoughts about how the training can be better so that we can improve.
- All feedback will be analyzed and used to retool the training so that it is appropriate for all employees, especially if new or transferring, and will continue to be tweaked as the entire records management program is codified.

Next Steps & Considerations for Next Revision Period

- **Continuing Education** – Beyond the flagship group, we will revise the entire online and in-person training for continuing education, with focus on new/transferring employees, frequency of training going forward, recertification, and other considerations that will become apparent as we run the first round of students through.
- **Engagement** – We are not including any community or social elements in the flagship group. It would never be appropriate for our trainings to make use of public social media because of public records requests and the possibility of inadvertently mixing personal and business records. But, either through the LMS or our intranet, it may become possible to have discussion groups, collaborative dictionaries, and wikis that would engender a community spirit without being public. We should consider ways to build with learners, like with a group FAQ so questions become a way to participate and quash resistant nay-saying. Make it transparent so that it encourages peer participation and fosters team thinking. Perhaps ask them to submit challenging scenarios for us to answer. Emphasize improvement over “that’s wrong!”
- **Audio** – Our recording room is not yet complete. Hopefully, the soundproofing and a better understanding of how to get the best out of our mics will lead to a happy medium of loud volume and reduction in static.
- **Visual** – Generally speaking, our visuals could be less decorative and more substantive.
- **Language** – Videos are still long at 8 min. Some of that is repetition. Further trimming and tweaking.
- **Legal Reason for RM** –We make the point that it’s the law to keep records, but we muddy it by saying that the law specifies retentions. In Pt. 1 “Why RM Matters” and Pt. 2 “how are they different”, we need to separate the concepts that the law specifies recordkeeping and the Archivist specifies retention. We also don’t include regulations in here, which are often what our people are following more than state statute. The constitution covers that we answer to the public, which we honor via public records, so Q2 of Pt. 1 is muddy.
- **Quiz** – Figure out how to get the audio on the question side and make it stop when an answer is selected. Also, quiz question three in the first part points to unit intranet and not training site, which is wrong.
- **Final Slide Part** – It says go to the next part, so we need to fix that going forward.
- **Deeper Objectives** - Our objectives are a bit “because you have to.” I’d like to find a deeper level to build engagement with the process. We did this some, we need more. Why do these laws exist (5 Whys).
- **Examples** – Another kind of example we didn’t explore was what not to do.
- **Tech Help** – We could include tech tips like how to increase font size for our less tech savvy users.
- **Reward** - We will consider recognition in the community for those who do this work. It has been expressed that liaisons do thankless work, so if we find a way to highlight good works and thank them, the overall job of recordkeeping will feel less onerous and nebulous.

Updated post-pilot incorporating feedback from advisors – Version 8 – 9/8/16
Updated post-pilot with further consideration of social elements in future revisions – Version 7 – 8/22/16
Updated with further consideration of community – Version 6 – 7/26/16
Updated pre-pilot – Version 5 – 7/19/16
Updated with further consideration of diversity – Version 4 – 6/6/16
Updated with input from supervisor – Version 3 – 5/13/16
Updated with input from supervisor – Version 2 – 4/18/16
Version 1 – 4/15/16